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ABSTRACT

A 2-year demonstration project called Literacy Improvement Needs Collaboration (LINC) was conducted in Bridgeport, Connecticut, to stimulate greater minority participation in local literacy programs. Project LINC's overall goal was to increase participation of adult students and tutors from the black community by using two general strategies: direct involvement of community representatives and leaders in all phases of program planning and service delivery, and multiple recruitment methods, focused primarily within neighborhood churches. In general, these approaches were successful. Some of the results were the following: (1) 381 mostly black participants went through the LINC intake process, with 117 students enrolled in LINC tutorial classes and the rest referred to other programs; (2) of the 117 LINC students, 85 (75 percent) were still receiving instruction at the end of the project; and (3) 59 volunteers were trained as tutors, with 85 percent still participating at the end of the project. (Appendix includes a copy of the pretest, reading/listening inventory, oral reading test, and volunteer registration form used in the project.) (KC)

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Recruiting Adult Nonreaders from the Inner City

A Summary Report of the Activities of Project LINC: Literacy Improvement Needs Collaboration

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Prepared by
the Bridgeport Board of Education Adult Literacy Services
in cooperation with the Connecticut Coalition for Literacy
and the Connecticut Department of Education

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Recruiting Adult Nonreaders from the Inner City

A Summary Report of the Activities of Project LINC: Literacy Improvement Needs Collaboration

Project LINC was a collaborative effort of the Connecticut Coalition for Literacy, the Connecticut State Department of Education and the Bridgeport Board of Education.
The project was made possible, in part, by a grant from the Gannett Foundation.

November 1990

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Project LINC relied on the contributions of many individuals, organizations and agencies. In particular, the following individuals provided invaluable personal support and organizational resources to the project:

- Gerald N. Tirozzi, Commissioner, Connecticut State Department of Education
- Christy Bulkeley, Vice President, Gannett Foundation
- James Connelly, Superintendent, Bridgeport Public Schools
- Ivory Holden, President, Interdenominational Ministers Alliance
- Thomas Bucci, former Mayor, City of Bridgeport.

The personal commitment and energy of scores of volunteers, contributors and community supporters must be acknowledged. Our special thanks to the ministers, liaisons, tutors and all those who assisted Project LINC pursue its objectives.

To the students who shared their dreams and difficulties with the project staff, we hope their experience with LINC has helped them move closer to their personal goals.

Finally, our thanks to the project staff -- Thomas Coble, Salona Williams, Eleanor Arno, Rosalie Colucci, and Diane Wirth -- for their diligence and commitment over two challenging years.

David Zacchei
Director
Connecticut Coalition for Literacy
Connecticut State Department of Education

John Fabrizi
Coordinator
Bridgeport Adult Literary Services
Bridgeport Public Schools

November 1990

Project LINC:
Literacy Improvement Needs Collaboration

Executive Summary

Adult educators have struggled for years to recruit minority adults into programs. In Connecticut, enrollment statistics portray a steady decrease in participation of black adults in adult basic education programs over the past several years. Volunteer programs have experienced similar frustration in their efforts to recruit students and volunteers from the black community.

In 1988 and 1989, the Connecticut Coalition for Literacy received two grants totaling $133,000 from the Gannett Foundation for a demonstration project called Literacy Improvement Needs Collaboration (LINC). The premise of this demonstration project was to stimulate greater minority participation in local literacy programs. The Coalition set out to demonstrate that adults typically unreached by previous recruitment techniques would respond, if recruitment efforts were aptly community-based. The recruitment efforts had to engage the black community, specifically the social institutions of the churches, to assist literacy providers reach undereducated adults.

Project LINC's overall goal was to increase participation of adult students and tutors from the black community by using two general strategies: 1) direct involvement of community representatives and leaders in all phases of program planning and service delivery; and 2) multiple recruitment methods, focused primarily within neighborhood churches.

In general, the project was successful at achieving its goal. Project LINC staff documented the following levels of participation and referral:

- 381 participants went through the LINC intake process; of these 117 (31%) were enrolled in LINC tutorial classes, 161 (42%) were enrolled in the Bridgeport Adult Education program, 89 (23%) were referred to vocational/job training programs, and 14 (4%) were referred to the Department of Mental Retardation;
- of the 117 LINC students, 85 were still receiving instruction as of June 30, 1990, indicating a retention rate of 75%; and
- 59 volunteers were trained as tutors; 50, or 85%, were still tutoring LINC students as of June 30, 1990.

LINC served as a focal point for the churches, the media and the community. During its two years, the project successfully reached out and recruited individuals who represented the group least served by existing literacy programs.

Project LINC:
Literacy Improvement Needs Collaboration

Background

Adult educators have struggled for years to recruit minority adults into programs. In Connecticut, enrollment statistics portray a steady decrease in participation of black adults in adult basic education programs over the past several years. Volunteer programs have experienced similar frustration in their efforts to recruit students and volunteers from the black community.

In 1988, the Connecticut Coalition for Literacy received a grant of $89,000 from the Gannett Foundation for a demonstration project called Literacy Improvement Needs Collaboration (LINC). The premise of this demonstration project was to stimulate greater minority participation in local literacy programs. The Coalition set out to demonstrate that adults typically unreached by previous recruitment techniques would respond, if recruitment efforts were aptly community-based. The recruitment efforts had to engage the black community, specifically the social institutions of the churches, to assist literacy providers reach undereducated adults. These same recruitment efforts also could attract volunteers from the black community, thereby strengthening the link between the community and the adult learner.

The Coalition for Literacy and its administrative agency, the Connecticut State Department of Education (CSDE), joined with the former Mayor's Commission on Adult Literacy in Bridgeport, Connecticut, to implement Project LINC. The City of

Bridgeport, Bridgeport Board of Education, the Connecticut Department of Education, and the Coalition for Literacy provided staff and organizational resources to augment the grant from the Gannett Foundation. The project goal was to increase the number of black adults participating in literacy programs by collaborating and networking with the Interdenominational Ministers' Alliance, a group of 26 black churches in the City of Bridgeport. This project incorporated the minority community in the delivery of literacy services more so than other previous or existing programs in Connecticut.

During its first year as a demonstration project, LINC attempted to increase participation of adult students and tutors from the black community by using two general strategies: 1) direct involvement of community representatives and leaders in all phases of program planning and service delivery; and 2) multiple recruitment methods, focused primarily within neighborhood churches. In 1989, the Gannett Foundation provided a second grant of $44,000 to support the expansion of LINC's recruitment and instructional activities. The goals of the second year of the project were to expand efforts to as many IMA churches as possible and to develop mechanisms to continue LINC recruitment, referral and instructional activities beyond the grant period. The roles and responsibilities of the individuals who contributed to Project LINC, and the recruitment activities used by the project, are described in this report.

LINC Staff

Full-time LINC staff consisted of the following positions:

- LINC Project Director
- LINC Coordinator
- LINC Literacy Specialist.

LINC Project Director

The Project Director was responsible for execution of the LINC project and coordination of project activities with local literacy providers. (The individual who held this position is also the coordinator of Adult Literacy Services and served in the LINC capacity one third of his time.) The Project Director was also responsible for the supervision of the two staff members -- the LINC Coordinator and the LINC Literacy Specialist.

LINC Coordinator

The Coordinator was responsible for all I.M.A. church and LINC staff collaboration (see job description in appendix). Other responsibilities included the following:

a) promote Project LINC among relevant groups city-wide;

b) work with the city's Literacy Coordinator to integrate LINC with other Bridgeport initiatives;

c) staff the LINC Steering Committee by providing such reports, research and direction as needed to achieve committee objectives;

d) develop connections between literacy programs and other training or support programs;

e) develop and maintain project data in coordination with project evaluators;

f) develop links between literacy programs and advocacy groups for the target student population; and

g) work with the Literacy Specialist to coordinate outreach and other LINC activities.

LINC Literacy Specialist

This position primarily focused on tutor training as well as tutor-student matches and other student services (see job description in appendix). Duties included the following:

a) coordinate and organize training for Literacy Assistants (tutors);

b) direct, manage and supervise Literacy Assistants' interaction with students;

c) coordinate and conduct on-going assessment of student performance;

d) organize and maintain the on-going Literacy Assistant support network and in-service training;

e) involve area literacy agencies/personnel in Literacy Assistant training; and

f) design and implement the student referral process.

Other Personnel

Project LINC relied upon members of the black community for all outreach activities. The linkages formed with the I.M.A. churches increased community awareness of the problems associated with illiteracy. The close identification of LINC with the churches enhanced the project's notoriety and credibility.

Ministers from I.M.A. churches

The Interdenominational Ministers' Alliance is a confederation of 25 ministers and their respective churches in Bridgeport. The ministers are a vital link to the black community, and their collaboration with LINC staff was integral in building networks for the recruitment process. Ministerial participation in LINC depended upon each minister's own personal commitment to the project, his/her availability, and the perceived needs of each church's members.

Participating ministers were asked to address the topic of literacy from the pulpit for at least three consecutive Sundays during LINC recruitment drives. They also described the structure of LINC, explained the I.M.A.-LINC collaboration, and solicited volunteers from the congregation to serve as Literacy Assistants. I.M.A. ministers also were asked to disseminate LINC publicity materials to their congregations, establish an information and sign-up table, appoint two church liaisons who could work with LINC staff on a regular basis and provide LINC staff with information for potential student referrals from their congregations. Each minister was asked to allow LINC representatives or their designees to address congregations on Sundays or meet with church members at other times. Finally, I.M.A. ministers were asked to provide the following in-kind services to support LINC activities: meeting space; storage facilities for teaching materials and books; poster, bulletin board or newsletter space for LINC announcements; use of copying machines when meetings were at the churches; and audio-visual equipment for training sessions.

Liaisons

Key players in the recruitment process were the church liaisons who served as voluntary recruiters for the project. They coordinated publicity and referral efforts in their churches, identified potential tutors and students and delivered progress reports to their ministers on a regular basis. Selected by their respective ministers and appointed in pairs, liaisons possessed demonstrated communication skills and exhibited leadership capabilities. Several were formerly or currently employed in education, social work or other "helping" professions.

Each liaison attended a two-hour orientation session held by LINC staff that consisted of information on the project design, sensitivity training, and an introduction to recruitment techniques. Liaisons with prior literacy education experience were invaluable assets to project staff. Some served as tutor trainers and curriculum development consultants; others chose to serve in a dual capacity as both liaison and tutor. Liaisons received a small monthly stipend of $15.00 to help offset travel costs for recruitment activities in their church and attendance at liaison support group meetings convened by LINC staff.

Literacy Assistants

Also recruited from the I.M.A. churches, literacy assistants were trained as volunteer literacy tutors under the supervision of the LINC Literacy Specialist, who was also a tutor trainer for Literacy Volunteers of America - Bridgeport.

The tutor training program consisted of a 14 hour workshop for potential tutors in each of three cycles. Generally, the sessions were scheduled for one evening and two consecutive Saturdays in a two-week period. Participants received orientation

materials on illiteracy as well as specific instructional strategies and techniques for one-to-one tutoring of adults.

Upon satisfactory completion of the workshop, each attendee received a certificate and registration in Literacy Volunteers of America (LVA). This official affiliation with LVA gave tutors access to the support services of this national literacy organization and its Bridgeport affiliate. Those who were unable to attend the workshop, but desired to become a LINC tutor, were offered an alternative six-hour videotaped tutor training workshop, offered through the Bridgeport Board of Education Literacy Services office. Tutors were offered a $30.00 stipend to complete the tutor-training workshop. Thereafter, they received a small monthly stipend of approximately $15.00 to cover transportation and other incidental costs.

The LINC Literacy Specialist matched students with tutors, provided each tutor with a student profile sheet, monitored tutor-student progress and maintained curriculum support services. LINC Literacy Assistants scheduled each tutoring session themselves, recorded the hours they volunteered on this project and attended LINC support group meetings as scheduled.

Major Recruitment Activities

Project LINC was designed for successful recruitment of I.M.A. church members into the literacy education process. The project recruitment plan included working closely with the community in order to identify potential literacy volunteers and students. The LINC recruitment process included a variety of activities, each of which was targeted at various audiences in the project. These activities included:

- A kickoff luncheon at the beginning of the project
- Community contacts
- Public speaking engagements and presentations
- Community-based activities and church-related events
- Public relations campaigns
- Meetings with influential citizens and key officials.

During the first year, the LINC staff made a tremendous effort to ensure commitments of material and human resources from the Bridgeport community, the leadership of the I.M.A. and participating churches. Early in the project, each member of the LINC staff was involved in some outreach activities. Eventually, the LINC Coordinator assumed primary responsibility for outreach and recruitment, as well as for providing assistance to church ministers and liaisons.

In the third month of the project, LINC staff convened **a meeting of Steering Committee members.** Designed as an initial orientation session for the members, this meeting brought together key individuals from churches of the I.M.A., adult education officials and community agency representatives. LINC staff presented

the program design to the group and emphasized the need for literacy projects, like this one, to reach adults in the black community. Along with a strong push from LINC staff to promote this project, the meeting offered an opportunity to: a) distribute an orientation packet of information; b) introduce staff and get acquainted with the audience, and c) circulate two forms requesting background information from the Steering Committee members who were present, as well as their suggestions for names and addresses of potential invitees to the forthcoming kickoff luncheon.

Staging the **kickoff luncheon** was a major effort for the three staff members at LINC, who were assisted by the Director of the Connecticut Coalition for Literacy. The staff made a conscious decision to hold the luncheon when the project was "open for business," that is, ready to accept tutors and students -- rather than during the earlier planning months of the project. The staff wanted to avoid creating lag time between the luncheon and the actual availability of services. As a result, the project was able to capitalize on the interest and enthusiasm generated at the luncheon. In fact, several individuals volunteered that day to become Literacy Assistants.

Planning for the event began in the summer. Formal invitations were printed at cost, and additional in-kind contributions were obtained. The luncheon agenda was finalized in September. The luncheon was well attended with about 135 guests present.

Highlights of the event included an address titled "A Call to Action" by a well-respected minister from one of the larger churches in Bridgeport, along with a

personal statement by a local radio personality who was learning to read. All luncheon guests received a packet of information containing a project synopsis, a fact sheet about illiteracy and a project brochure.

The **project brochure** served as an important dissemination vehicle for Project LINC. Project staff believed that brochure distribution at I.M.A. church functions and local agencies would generate visibility within the Bridgeport community for literacy education. Project staff received assistance in the design, layout and printing of the brochure from a local radio station, the local newspaper and a suburban newspaper. Most of the work was done on a *pro bono* basis. Community groups, such as a local black men's social club and the Metropolitan Businessmen's Association, helped defray printing costs through their generous donations.

Another major publicity vehicle involving collaboration among community groups was the **citywide billboard campaign** for adult literacy. Through an arrangement with an advertising company, a literacy billboard was unveiled near a parking lot adjacent to one of the I.M.A. churches. As a member of the Outdoor Advertising Association of America (OAAA), the advertising company agreed to participate in the "Erase Illiteracy" campaign, a nationwide outdoor advertising effort designed to publicize the problem of functional illiteracy in America. Beginning in November 1988, OAAA members throughout the country began donating billboard space and posters for the campaign. The Bridgeport billboard unveiling was on December 7, 1988, and coincided with an on-site press conference held by the mayor of Bridgeport, and attended by representatives of the press, the superintendent of schools, I.M.A. officials, the Project LINC staff, and the Coalition for Literacy director.

From the inception of the project, the Coordinator attended religious, social and community events in order to promote LINC. These efforts required a tremendous amount of personal energy, commitment and planning. The Coordinator attended Sunday services at most of the participating churches and personally met with all 15 of the ministers. In addition, the Coordinator went to numerous events in the black community and, whenever possible, shared the message of literacy education. At meetings of grassroots organizations, such as a neighborhood association or a local tenants' group, the Coordinator informed participants about Project LINC. The Coordinator contacted groups of black entrepreneurs, for example, to request donations of material useful to the LINC publicity efforts. The Coordinator contacted Bridgeport city welfare and the local Private Industry Council (PIC) to establish linkages with these agencies for potential referrals.

Generalizations About Recruitment

The recruitment process used in Project LINC was tailored for the social conditions that existed in Bridgeport at the time. Each specific activity contributed to the unique nature of the project. All of these activities, and perhaps others, might work for different communities. Some might be more difficult than others to replicate entirely in other communities. These observations about LINC recruitment activities can serve as guidelines for similiar efforts.

1) Recruitment activities were not confined to a traditional eight-hour day. Often, LINC staff attended meetings, presentations or religious services on weekends or evenings.

2) Members of the LINC staff were knowledgeable about the Bridgeport community. For example, they knew whom to contact for project endorsements and materials.

3) The Coordinator, a lifelong member of the local black community, used his contacts to establish relationships with existing networks, associations and organizations.

4) The recruitment effort was a developmental process involving media sources, personal contacts, word-of-mouth dissemination and support group meetings throughout the course of the project.

5) When recruitment activity ebbed, in part due to conflicting holiday schedules at the churches, project staff tried to maintain momentum and generate public visibility in other ways, such as media coverage of events in the community at large.

6) The sequencing of the project activities had a cumulative effect on recruitment; LINC staff used a combination of publicity vehicles, continually delivering a message of literacy to the churches and community in a variety of ways.

7) The use of publicity materials, such as brochures, generated awareness and volunteer support, while the usefulness of these same written materials for recruitment of nonreaders obviously was limited.

8) LINC staff spent a tremendous amount of time on recruitment activities, especially in the initial start-up activities. While integral to the success of the project, recruitment is time consuming and emotionally draining. The energy required to coordinate this effort was more than a single staff member should be expected to manage.

Student Services

Potential students were referred to LINC staff through I.M.A. church recruitment networks, although several non-I.M.A. church members referred students as well. LINC staff also accepted student referrals from city social service agencies.

When a student was identified to participate in the LINC program, an initial meeting was arranged with the LINC Literacy Specialist and the student. The student was asked to come to the LINC office for an assessment of the student's current reading level. The student was assisted by the Literacy Specialist in filling out a learner application, which was a general background information form on each student. The form required information such as name, address, phone, employer, last grade completed, how he/she heard about the program, etc., (see sample in appendix).

Once the background information form was completed, the Literacy Specialist spent time with the potential student explaining the program expectations and requirements of the student. The Literacy Specialist described the program to the student and answered any questions the student had. During this time, the Literacy Specilist also informed each student that the LINC office could provide other services, such as: helping to find a job by arranging an appointment with the local Job Service office, assisting to fill out forms such as the census, helping to obtain fuel assistance, etc. The Literacy Specialist encouraged the student to use the LINC office if there were any difficulties or crises which he or she might be facing.

After the initial background session with the student, the Literacy Specialist conducted a reading assessment. The student was first administered the Slossan Oral Reading Test. This test is a list of 200 sight words grouped by levels of difficulty. This test identifies the grade reading level on which a student is reading. The second assessment is a series of tests. This assessment is called the Read Test, and is published and used by Literacy Volunteers of America (LVA). The LINC Literacy Specialist was also a trainer for the local LVA affiliate, so student assessment and tutor training in the LINC program incorporated many LVA techniques.

The Read Test consists of 3 main parts: Part I - Sight Words; Part II - Word Analysis Skills; and Part III - Reading/Listening Inventory. Parts I and II of this reading assessment, when evaluated, provide the tutor with information that the tutor uses to plan instruction for the student. Part III is useful in indicating the student's ability to use context clues, to judge fluency in reading, and to ascertain his/her comprehension capability as the student reads. In Part II, when the reading material exceeds the student's reading ability, the assessor reads subsequent paragraphs to the student to judge the listening comprehension of the student.

Those students who tested above a fifth-grade reading level were directed to Bridgeport Adult Education or the Bridge Office, an educational referral agency staffed by Bridgeport Adult Basic Education, for further assistance. For students who tested below the fifth-grade level, the LINC Literacy Specialist sought to make a match with a trained tutor. This was usually done by matching the student's

available times for instruction, as indicated on the background form supplied by the student, with available tutor times.

Once prospective tutors were identified for an individual student, they were called by the LINC Literacy Specialist. The Literacy Specialist informed the tutor of a potential match. The Specialist also provided the tutor with general background information on the student and answered any questions the tutor had about the student. If the tutor agreed to commence reading instruction with this particular student, an initial meeting was arranged with the tutor, student and LINC Literacy Specialist. During this meeting, the LINC Literacy Specialist shared the tutor and student's background information with one another. The Literacy Specialist informed both the tutor and student that it was up to them to coordinate and designate the time, place and dates they would be meeting and, if there were any changes, that they agree to inform the LINC office. At this time the Literacy Specialist gave the tutor a typed letter thanking them for volunteering. The letter also incorporated the student's reading assessment results and evaluation. The student's current reading grade level was identified, as were areas of need for instruction. The tutor and student continued to meet with one another during the remainder of this initial meeting.

After this meeting, and prior to the first instructional class (usually within seven days,) the Literacy Specialist contacted both the tutor and student to follow up on the initial meeting and to answer any questions that either the tutor or student might have had. The tutor and student were now ready to begin reading classes. Both student and tutor were informed that they could call the LINC office at any

time to help resolve problems that might arise, or to request support materials (books, paper, pencils, etc.) which might enhance the learning process.

Students and tutors were responsible for arranging their own meeting places: some tutors met in their students' homes, others in a nearby library, and some in the I.M.A. churches. LINC students were registered officially as learners in the Bridgeport Board of Education's Adult Literacy Program, and received a small stipend of $3.75 each time they met with their tutors to help cover costs of transportation, child care, etc.

Once tutoring began, office volunteers made weekly follow-up calls to each tutor-student pair at a time previously agreed upon between the tutor and the office volunteer. Each week, the tutor was asked about student attendance and the attendance was logged in a general file in the office. The tutor also was asked how the tutoring was progressing and whether there was anything the LINC office could provide. These weekly calls continued throughout the time that students and tutors were meeting.

Summary of Accomplishments

Project LINC's overall goal was to increase participation of adult students and tutors from the black community by using two general strategies: 1) direct involvement of community representatives and leaders in all phases of program planning and service delivery; and 2) multiple recruitment methods, focused primarily within neighborhood churches. In general, the project was successful at achieving its goal. Project LINC staff documented the following levels of participation and referral:

- 22 of 26 IMA churches participated in LINC recruitment activities; an additional four churches from outside the IMA also participated;
- 65 liaisons were trained and participated in recruitment activities; while some churches replaced liaisons during the project, all churches maintained their commitment;
- 59 volunteers were trained as tutors; 50, or 85%, were still tutoring LINC students as of June 30, 1990;
- 381 participants went through the LINC intake process; of these 117 (31%) were enrolled in LINC tutorial classes (see tables on next page), 161 (42%) were enrolled in the Bridgeport Adult Education program, 89 (23%) were referred to vocational/job training programs, and 14 (4%) were referred to the Department of Mental Retardation; and
- of the 117 LINC students, 85 were still receiving instruction as of June 30, 1990, indicating a retention rate of 75%.

LINC served as a focal point for the churches, the media and the community. During its two years, the project successfully reached out and recruited individuals who represented the minority group least served by existing literacy programs.

Table 1
LINC PARTICIPANTS BY GENDER

MALE	FEMALE	
63	54	117
54%	46%	100%

Table 2
LINC PARTICIPANTS BY AGE GROUP

18-24	25-44	45-65	
6	69	42	117
5%	59%	36%	100%

Table 3
LINC PARTICIPANTS' EMPLOYMENT STATUS (by gender)

GENDER	EMPLOYED	UNEMPLOYED	PUBLIC ASSISTANCE*
Male 63 (54%)	49 (77.7%)	13** (20.6%)	5 (8%)
Female 54 (46%)	47 (87%)	7 (13%)	4 (7%)

* Subset of those unemployed
** One individual was retired; not counted in unemployed

APPENDIX

LEARNER APPLICATION

NAME: Kenneth Jefferson

ADDRESS: _____

_____

Bridgeport, CT ZIP: 06606

HOME PHONE: _____ WORK PHONE: _____

OCCUPATION: Construction worker

EMPLOYER: _____

GENDER: M AGE: 55 NUMBER IN FAMILY: 3

NAMES OF CHILDREN LIVING AT HOME: Crystal

LENGTH OF TIME AWAY FROM SCHOOL: _____ YEARS

HIGHEST GRADE COMPLETED: 10th

HOW DID YOU LEARN ABOUT THE PROGRAM? _____

_____

PARTICIPATING CHURCH: _____

TIME AVAILABLE FOR TEACHING: After 4:30 Problem with Wed a.m.

==========

PROGRAM ENROLLED IN: Literacy Volunteer

LITERACY SITE: _____

LITERACY ASST: Steve Brown STUDENT CONTACT: _____

HOURS _____

PRE-TEST: 4th-5th grade POST TEST: _____

IN-SERVICES ATTENDED: _____

COMMENTS: Assigned 2/1/90

_____

_____

EXIT DATE: _____ REASON: _____

THE READ TEST
ADDITIONAL NOTES AND IMPLICATIONS FOR TEACHING

Extracted from Reading Evaluation Adult Diagnosis (Revised)
Copyright 1982, 1976, 1974 by Literacy Volunteers of America, Inc., 1972 by Follett Publishing Company

PART 1 - SIGHT WORDS

This part of the assessment consists of four lists of 10 words each. List A is taken from the first 75 words on Page 83 in TUTOR ("the" through "first"); List B from the next 75 words ("any" through "used"); List C from the next 75 words ("take" through "program"); and List D the remaining words ("city" through "matter").

You can judge where to begin instruction when you see where the errors begin to occur.

PART 2 - WORD ANALYSIS SKILLS

SECTION A

List A-1	A student who begins the word correctly but cannot complete it evidently knows the sound associated with the initial letter but may have some difficulty in blending word elements or in remembering the rhyming ending. Such student will need instruction in blending and rhyming. Some students may name the letter but will not have a sound related to it (Y - lo, J - lo,). They will need instruction in letter-sound correspondence.
List A-2	While letter sounds are more important than letter names, it is useful to have a name for a letter, particularly in writing and spelling. The student may show some confusion on "b" vs. "d" or "p" vs. "g".
List B	Eye movement is important in reading. If reading from left to right is an indicated problem, guiding the eyes with a moving finger or pencil will help.
List C	A careful analysis of List C will indicate which consonants are not known. Also note that the recording sheet is arranged so that words with the same vowel appear in a list making it easy to identify particular vowels that are consistantly missed.
List D	In all these words, the last two letters represent a single sound (-ill, -eek, -ess). Teach the entire spelling pattern with words that contain these letter sequences.
Lists E & F	These lists will be given only if the student has satisfactorily completed Lists C and D.
Paragraph G	In reading this paragraph, the meaning of the sentence is needed to decide what the word is when the vowel sound varies. If the student has done well with Lists C through F and knows many of the sight words, a knowledge of some of the most common word parts combined with the meaning of the sentence will do more than rules to help the student with variant vowels.
Lists H, I, J, & K	If the student has progressed this far, administer each of these lists. The results will indicate what word analysis problems your student is experiencing.

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PART 3 - READING/LISTENING INVENTORY

These paragraphs have been useful in indicating the student's ability to use context clues, to judge fluency in reading, and to ascertain his/her comprehension capability as the student reads; and, when the reading material exceeds the student's reading ability, you will read subsequent paragraphs to him/her to judge the listening comprehension.

The following table relates the reading level roughly to the grade level:

Level A	Non Reader
Level B	Up to Grade 1.5
Level C	1.6 - 2.0
Level D	2.1 - 2.5
Level E	2.6 - 3.0
Level F	3.1 - 3.5
Level G	3.6 - 4.0
Level H	4.1 - 4.5
Level I	4.6 - 5.0
Level J	5.1 - 5.5

THE SUMMARY SHEET

Parts 1 and 2 of the Summary Sheet will provide information from which you will be able to plan your instruction.

Part 3 is most important as a means of measuring and reporting progress. These results are reported to and consolidated by the affiliate, state, and national offices as a gauge for determining the effectiveness of the L.V. program. By checking the Reading/Listening Inventory levels, you will know what level of materials will present some challenge to your student without being overwhelming. Finding suitable material written in very simple language constitutes such a challenge. Have the student read a short sample of the text. If many words are missed, the material is too difficult. If read with ease, it is too easy.

It is to be hoped that the tutor will not attempt to pass along many rules to his/her student. When a student cannot decode a word, ask the student to name the letters. This frequently triggers the word.

There is no instructional method that succeeds with all students. Experiment to find the approaches that seem best suited to your student. Use some variety in every lesson. Your student should know what the goals of instruction are and some part of these goals should be reached in every lesson. The student should recognize this achievement. For an adult especially, learning to read is hard work. Respect the courage that this effort requires.

RECORDING SHEET - PART 1
Sight Words

PRE-TEST

Kenneth Jefferson
Student's Name

S. Williams
Tester's Name

1-9 90
Date

WRITE INCORRECT RESPONSES

List a			*List b*		
1.	the	✓	1.	now	✓
2.	that	✓	2.	me	✓
3.	with	✓	3.	many	✓
4.	by	✓	4.	where	✓
5.	but	✓	5.	should	✓
6.	which	✓	6.	Mr.	✓
7.	she	✓	7.	make	✓
8.	been	✓	8.	long	✓
9.	no	✓	9.	under	✓
10.	up	✓	10.	last	✓
	No. correct	10		No. correct	10

List c			*List d*		
1.	states	✓	1.	give	✓
2.	without	✓	2.	room	✓
3.	home	✓	3.	several	✓
4.	say	✓	4.	face	✓
5.	school	✓	5.	things	✓
6.	left	life	6.	become	✓
7.	away	✓	7.	felt	✓
8.	public	✓	8.	ever	✓
9.	far	fair	9.	seemed	✓
10.	better	✓	10.	country	✓
	No. correct	8		No. correct	10

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RECORDING SHEET – PART 2 **PRE-TEST**

Word Analysis Skills

Kenneth Jefferson — **Student's Name**

S. Williams — **Tester's Name**

1-9-90 — **Date**

WRITE INCORRECT RESPONSES

SECTION A - Letter Sounds and Names

List A-1

Sounds - S F M R D S F K T P C L N G W B J H Y V Z

Names - S F M R D S F K T P C L N G W B J H Y V Z

List A-2 (Names)

m r a f d n c v t p s h g j w b l i k z e o u y x q

SECTION B - Reversals

List B

lap ✓ was was ✓ rat ✓ pot ✓ on ✓

tar tear ✓ now ✓ pal paul ✓ top ✓ saw saba won ✓ no ✓

SECTION C - CVC (Consonant-Vowel-Consonant)

List C

ban ✓ cob ✓ din ✓ fed ✓ hub ✓

gal ___ jot ___ kid ___ zen ___ mud ✓

nag ✓ lop loor ___ wit ✓ pun ✓

vat ✓ sox sock ___ rut root

yam ✓ tug ✓

SECTION D - CV (CC) (4 letters - 3 sounds)

List D

dock ✓ rill ✓ jazz ✓ cuff ✓ mess mass

tick ✓ yell ✓ toss tus heck ✓ doll ✓ buck ✓ rack ✓

SECTION E - Blends (Initial and Final)

List E-1 (Initial)

stag stage prom ✓ sped sperd scum some flip ✓

trap ✓ grid grad crab ✓ dreg ✓ plop ✓ frog ✓ blab blob slit ✓

drop ✓ glen ✓ skim ✓ smut smed snug ✓ twig swig corrected to twig

List E-2 (Final)

bent ✓ pond pound bask (bast) desk dust ✓ wilt ✓

heft ✓ damp ✓ tank ✓

SECTION F - Digraphs (Initial and final)

List F-1 (Initial)

sham ✓ thus tus chum ✓ whip ✓ quit quit phone ✓

List F-2 (Final)

bash ✓ path ✓ rich ✓ graph graje (r)

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SECTION G - Variant Vowels

G-1 R-controlled

What a merry ✓ time we've had with our old car ✓. It warms ✓ my heart ✓ to think of some of the rare ✓ adventures we've shared ✓. Oh, sure, it's worn worn a bit, but the wear ✓ you see is part ✓ of the character ✓ of that world ✓ traveler.

G-2 L-controlled

It's full ✓ of dents, and folks flaws say the miles have taken their toll ✓ on the paint. It's dull ✓ in spots. There are valleys ✓ in the upholstery and on cold ✓ mornings it may stall ✓ or start off with a jolt ✓ as if it were pulling ✓ a ten-ton roller ✓.

G-3 W-controlled

You know ✓, I may be a bit mellow ✓, but I feel awkward ✗ about trying my old power ✓ buggy over to a new ✓ owner ✓. I'm quite aware ✓ that this car has grown ✓ to be one of the family crew ✓.

G-4 Y-controlled

But with all its fraying ✓ and decaying ✓, I guess we'll buy ✓ a new one soon. The key ✓ to the car we've all enjoyed ✓ will be in someone else's loyal ✓ service one day ✓ soon.

G-5 Vowel diraphs and vowel plus E

I wonder what lies ✓ ahead ✓ for that road ✓ rover ✓. What tales ✓ could ✓ be told already ✓ if that car could talk! I thought ✓ of the journey ✓ we took ✓ to the Smokies ✓ and of the long ride ✓ down that rough rough mountain ✓ trail ✓ when we ran out of gas. I can still hear the shout ✗ when the fuel ✓ pumps came ✓ into view ✓. What a relief! ✓ But when we needed ✓ that car the most was the night we camped at Clear Brook ✓. It poured ✓ rain ✓ all night and by morning the little stream ✓ was a roaring flood ✓. We were nearly ✓ surrounded ✓ and we barely made it to the car in time ✓.

So whoever buys our car gets more than four ✓ wheels ✓, an engine ✓, and a ✓ place ✓ to sit. A used car is a box of memories ✓. Whoever buys ours - please ✓ handle with care.

SECTION H - Suffixes

List H

walked ✓ calling ✓ tender ✓ darken ✓ visitor ✓ windy ✓
swiftly ✓ vacation ✓ occasion ✓ freshness ✓ restful ✓ anxious ✓

SECTION I - Soft c and g

List I

circus ✓ dance ✓ space ✓ celery ✓ city ✓ cycle ✓
huge huge village ✓ ginger ✓ edge ✓

SECTION J - Silent Letters

List J

calf ✓ limb limb knock ✓ castle ✓ hour ✓ wren ✓ toward toward listen ✓ island ✓

SECTION K - Multi-Syllabic Words

List K

information ✓ palpitate ✓ temporary ✓ satisfaction ✓
misinform ✓ interview ✓

READ

RECORDING SHEET - PART 3
Reading/Listening Inventory

PRE-TEST

Kenneth Jefferson
Student's Name

S. Williams
Tester's Name

1-9-90
Date

Level A - A student is scored at Level A when success in meeting criteria at Level B is not attained.

LEVEL B (1)

Introduction

Here is a story about a family who spent a day on an outing. Read aloud to find out what they did.

We got the bus. It was yellow and red. We went to the park. The children played ball. We ate hot dogs. It was a good day.

Comprehension Check:

1. ✓ Where did the family go? (to the park; on a picnic)
2. ✓ How did they get there? (by bus)
3. ✓ What did they eat? (hot dogs)
4. ✓ What did the children do besides eating? (play ball)
5. ✓ What was the weather like? (any answer indicating "a good day")

Check one: ☒ Student read story; ☐ Examiner read story

Number of errors:

Word Recognition 1

Reading Comp. 0

Listening Comp. _____

Scoring Guide:

2 errors permitted

1 error permitted

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RECORDING SHEET - PART 3
Reading/Listening Inventory

PRE-TEST

Student's Name _____ Tester's Name _____ Date _____

LEVEL C (1)

Introduction:

Holidays are such fun. Here is a story about how a family is getting ready for a special holiday. Find out what they will do.

I am going to buy a Christmas tree. I will get a doll for our little girl. Our little boy wants a ball. Father wants a tie and a game. Christmas is a good family day.

Comprehension Check:

1. _____What is the little girl going to get for Christmas? (a doll)
2. _____What does the little boy want? (a ball)
3. _____Who wants a tie and a game? (Father)
4. _____What besides presents is the person in the story going to buy for the whole family to enjoy? (a Christmas tree)
5. _____Why do you think the writer says Christmas is a good family day? (anything suggesting "togetherness" with Christmas tree and gifts)

Check one: ☐ Student read story; ☐ Examiner read story

Number of errors:

Word Recognition _____ Reading Comp. _____
Listening Comp. _____

Scoring Guide:

2 errors permitted 1 error permitted

READ

RECORDING SHEET - PART 3 **PRE-TEST**

Reading/Listening Inventory

Kenneth Jefferson — Student's Name

S. Williams — Tester's Name

1-9-90 — Date

LEVEL D (1)

Introduction:

Everybody likes to go places. Find out where this person went and what he did when he got there.

I would like to travel. I would like to go to New York. I like a big city. I was in New York last month. I liked the big buildings. We walked all over the park. Then we ate lunch and had cold drinks. At 6 o'clock we went home on the bus.

Comprehension Check:

1. ✓ Where does the person in the story say he likes to go? (New York; a big city)
2. ✓ What does he like about New York? (big buildings or big city; if he says "park," ask what else he likes)
3. ✓ What did they do in the park? (walked or ate lunch or had cold drinks)
4. ✓ What time did he go home? (6 o'clock or early evening)
5. X Why do you think he traveled by bus? (no car; too much traffic; no driver's license; too young to drive; other)

Check one: ☒ Student read story; ☐ Examiner read story

Number of errors:

Word Recognition 0 Reading Comp. 1

Listening Comp. _____

Scoring Guide:

3 errors permitted 1 error permitted

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RECORDING SHEET - PART 3
Reading/Listening Inventory

PRE-TEST

Student's Name _____ Tester's Name _____ Date _____

LEVEL E (1)

Introduction:

Enjoying music is a good way to spend your spare time. Read to find out how this person had fun with music.

I got a guitar for my birthday. I wanted one for a long time, but I thought I would never be that lucky. I can play four songs already. The kids sing along while I play. Sometimes we sound like frogs, but we don't care. It is fun anyway.

Comprehension Check:

1. ✓ What instrument did he get? (guitar)
2. ✓ How many songs can he play? (four or several)
3. friends Who sings along when he plays the guitar? (the kids)
4. ✓ What do they sometimes sound like? (frogs)
5. didn't have money Why do you think he didn't have a guitar sooner? (any answer acceptable that is logical, such as birthday only once a year, he wasn't old enough, he didn't have the money)

Check one: ☒ Student read story; ☐ Examiner read story

Number of errors:

Word Recognition 1 Reading Comp. 1

Listening Comp. _____

Scoring Guide:

3 errors permitted 1 error permitted

READ

RECORDING SHEET - PART 3
Reading/Listening Inventory

PRE-TEST

Kenneth Jefferson
Student's Name

S. Williams
Tester's Name

1-9-90
Date

LEVEL F (1)

Introduction:

It's fun to think back on the days when you were very young. Read about the memories one person has of his childhood.

When I was a kid down south, we had a big garden and all kinds of pets — chickens, dogs, cats, pigs, and cows. We loved gooseberry pie. My parents didn't buy many baked goods. It was easy to bake at home. I would give almost anything for a pie like we used to have.

Comprehension Check:

1. ✓ Name three of the pets mentioned in the story. (any three out of five constitute a correct answer)
2. ✓ What did they like for dessert? (pie or gooseberry pie)
3. ✓ Where did they get the pie? (made it at home)
4. ✓ Why doesn't he eat gooseberry pie now? (because he can't get any)
5. ✓ Why didn't they buy much at the bakery? (there were few bakeries in those days; it was easy to bake at home)

Check one: ☒ Student read story; ☐ Examiner read story

Number of errors:

Word Recognition 1 Reading Comp. 0
Listening Comp. _____

Scoring Guide:

3 errors permitted 1 error permitted

READ
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RECORDING SHEET - PART 3
Reading/Listening Inventory

PRE-TEST

Student's Name _____ Tester's Name _____ Date _____

LEVEL G (1)

Introduction:

Read what the person in this story thinks would be interesting work.

Joe wants to be an auto repair man. He would have to learn to fix wrecked cars. What he wants most is to learn to repair engines. To do this, he must check all the parts and wiring. Learning about engines would be hard but exciting and interesting. He could make good money as an auto repair man.

Comprehension Check:

1. _____What is the man's name in the story? (Joe)
2. _____What does Joe want to be? (an auto repair man, or fix wrecked cars)
3. _____What part of the job does he want most to do? (working with engines or repairing engines or fixing cars)
4. _____Besides being interesting and exciting what else does Joe think is good about being an auto repair man? (make good money, or fun)
5. _____What do you think Joe could choose to do in his spare time that would help his job? (any "mechanical" answer is satisfactory)

Check one: ☐ Student read story; ☐ Examiner read story

Number of errors:

Word Recognition _____ Reading Comp. _____
Listening Comp. _____

Scoring Guide:

3 errors permitted 1 error permitted

READ

RECORDING SHEET - PART 3
Reading/Listening Inventory

PRE-TEST

Kenneth Jefferson
Student's Name

S. Williams
Tester's Name

1-9-90
Date

LEVEL H (1)

Introduction:

Spending money is as important as earning it. Find out what this person does with her money.

Mary Smith is an excellent cook and housekeeper. Feeding seven active children and her husband isn't always easy. With food getting so expensive, she can't always go to the corner store. She may have to go to several places to buy good food at the lowest prices. But if she has to drive around to many stores, she may spend more on gas than she saves on food. It takes a good manager to spend money wisely.

Comprehension Check:

1. ✓ How many children does Mary Smith have? (seven; a large family)
2. ✓ How does she save on food? (by shopping around)
3. ✓ What is the writer's opinion of Mary Smith? (good cook or housekeeper; takes good care of her family)
4. ✓ Why wouldn't you always drive around to get the lowest price on food? (gas costs money too)
5. ✓ How can you save money by spending? (anything to do with "stretching the dollar" or good management)

Check one: ☒ Student read story; ☐ Examiner read story

Number of errors:

Word Recognition 2 Reading Comp. 0
Listening Comp. _____

Scoring Guide:

4 errors permitted 1 error permitted

READ
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RECORDING SHEET - PART 3 PRE-TES

Reading/Listening Inventory

Student's Name _____ Tester's Name _____ Date _____

LEVEL I (1)

Introduction:

Sometimes things that are fun can spell trouble. This story tells about one sport that doesn't always end happily. Read to find out more about it.

It's dangerous for kids to hop cars, especially in snowy weather when they try to slide behind a car by holding on to the bumper.

On a wintry day a car stopped and a bunch of kids hung on to the bumper. One kid, Joe, hung on, and the car dragged him for a whole block.

Because he had no gloves on and the metal of the bumper was mighty cold, his warm hand stuck fast. When he finally could pull it off, the skin had stuck to the bumper and the hand was bleeding badly. At the hospital, Joe had to have a blood transfusion and skin grafted onto his hand.

Moral: Don't hop cars.

Comprehension Check:

1. _____What is the "trouble" sport in the story? (hanging on or hopping cars)
2. _____How far did the car drag Joe? (a whole block)
3. _____Why did his hand stick to the bumper? (no gloves and cold bumper)
4. _____What did they do at the hospital to help Joe? (gave him a blood transfusion and a skin graft)
5. _____What other danger is there in hopping cars besides the trouble Joe had? (any acceptable one, such as, other cars could bump one, or you could fall under the wheels)

Check one: ☐ Student read story; ☐ Examiner read story

Number of errors:

Word Recognition _____ Reading Comp. _____

Listening Comp. _____

Scoring Guide:

5 errors permitted 1 error permitted

READ

RECORDING SHEET - PART 3

Reading/Listening Inventory

Kenneth Jefferson	S. Williams	1-9-90
Student's Name	Tester's Name	Date

LEVEL J(1)

We're all growing older. Find out some of our concerns and the reasons for them as we think of the future.

The average age of Americans is growing older. This is because the birth rate has been dropping and because more people than ever before live to reach retirement age. But today's trends do not always predict tomorrow's events. When the birthrate dropped, disaster loomed for older folks needing support from younger people in their working years who pay social security. But suddenly people in their thirties decided its "now or never" if there are to be children, so up went the birth rate. When today's babies reach their twenties, there will be more dollars to help both the young and the old. Planning your future is never easy.

Comprehension Check:

1. ✓ Name one reason why people said, "The average American is growing older." (birthrate was dropping; people live longer)
2. less children / live longer / old / so supp pp? According to what you just read, why do older people fear that there may not be enough money when they are old? (*either* not enough people are paying social security *or* possible inflation)
3. ✓ What group pays the social security costs? (the working polulation)
4. X What caused the birthrate to go up? (people in their thirties began having children)
5. invest ✓ save What can people do to add to their income in retirement? (any reasonable answer: work, save while they are working, get support from children, etc.)

Check one: ☒ Student read story; ☐ Examiner read story

Number of errors:

Word Recognition 4 Reading Comp. 1

Listening Comp. _____

Scoring Guide:

6 errors permitted 1 error permitted

READ
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SUMMARY SHEET

PRE-TEST

(To be compiled from Recording Sheets from Parts 1, 2, and 3)

Student's Name	Tester's Name	Date
Kenneth Jefferson	S. Williams	1-9 90

Part 1 - SIGHT WORDS

Number correct on *List a:* 10
Number correct on *List b:* 10
Number correct on *List c:* 8
Number correct on *List d:* 10

Part 2 - WORD ANALYSIS SKILLS

Section	*Record Student Incorrect Response*	*No. Possible*	*No. Correct*
A - Letter Sounds Not Identified		17	16
- Letter Names Not Identified		26	–
B - Reversal Problems		12	8
C - CVC Not Known		19	16
D - CV (CC)		12	9
E - Initial Blends Not Known		19	12
- Final Blends Not Known		8	6
F - Initial Digraphs Not Known		6	4
- Final Digraphs Not Known		4	3
G - Variant Vowel Problems G-1		11	10
G-2		10	9
G-3		9	8
G-4		7	7
G-5		34	32
H - Suffixes Not Known		12	11
I - Soft c and g Problems		10	9
J - Silent Letter Problems		9	7
K - Multi-Syllabic Word Problems		6	6

Part 3 - READING/LISTENING INVENTORY

Must decode many words

A Word Recognition - Instructional Level over 5.5

B Reading Comprehension - Instructional Level over 5.5

C Listening Comprehension - Instructional Level n/a

READ

"Keep a record from year to year" SLOSSON ORAL READING TE SORT)

READING LEVEL

SCHOOL GRADE

NAME _____ AGE _____ DATE _____
LAST FIRST MIDDLE

SCHOOL _____

EXAMINER _____

List P (20)	List 1 (40)	List 2 (60)
1. see	1. with	1. game
2. look	2. friends	2. hide
3. mother	3. came	3. grass
4. little	4. horse	4. across
5. here	5. ride	5. around
6. can	6. under	6. breakfast
7. want	7. was	7. field
8. come	8. what	8. large
9. one	9. bump	9. better
10. baby	10. live	10. suddenly
11. three	11. very	11. happen
12. run	12. puppy	12. farmer
13. jump	13. dark	13. river
14. down	14. first	14. lunch
15. is	15. wish	15. sheep
16. up	16. basket	16. hope
17. make	17. food	17. forest
18. ball	18. road	18. stars
19. help	19. hill	19. heavy
20. play	20. along	20. station

List 3 (80)	List 4 (100)	List 5 (120)
1 safe	1 harness	1 cushion
2 against	2 price	2 generally
3 smash	3 flakes	3 extended
4 reward	4 silence	4 custom
5 evening	5 develop	5 tailor
6 stream	6 promptly	6 haze
7 empty	7 serious	7 gracious
8 stone	8 courage	8 dignity
9 grove	9 forehead	9 terrace
10 desire	10 distant	10 applause
11 ocean	11 anger	11 jungle
12 bench	12 vacant	12 fragrant
13 damp	13 appearance	13 interfere
14 timid	14 speechless	14 marriage
15 perform	15 region	15 profitable
16 destroy	16 slumber	16 define
17 delicious	17 future	17 obedient
18 hunger	18 claimed	18 ambition
19 excuse	19 common	19 presence
20 understood	20 dainty	20 merchant

List 6 (140)	List 7 (160)	List 8 (180)	List 9-12 (200)
1 installed	1 administer	1 prairies	1 traverse
2 importance	2 tremor	2 evident	2 affable
3 medicine	3 environment	3 nucleus	3 compressible
4 rebellion	4 counterfeit	4 antique	4 excruciating
5 infected	5 crisis	5 twilight	5 pandemonium
6 responsible	6 industrious	6 memorandum	6 scrupulous
7 liquid	7 approximate	7 whimsical	7 primordial
8 tremendous	8 society	8 proportional	8 chastisement
9 customary	9 architecture	9 intangible	9 sojourn
10 malicious	10 malignant	10 formulated	10 panorama
11 spectacular	11 pensive	11 articulate	11 facsimile
12 inventory	12 standardize	12 deprecate	12 auspicious
13 yearning	13 exhausted	13 remarkably	13 contraband
14 imaginary	14 reminiscence	14 contrasting	14 envisage
15 consequently	15 intricate	15 irrelevance	15 futility
16 excellence	16 contemporary	16 supplement	16 enamoured
17 dungeon	17 attentively	17 inducement	17 gustatory
18 detained	18 compassionate	18 nonchalant	18 decipher
19 abundant	19 complexion	19 exuberant	19 inadequacy
20 compliments	20 continuously	20 grotesque	20 simultaneous

SCORE

List P	
List 1	
List 2	
List 3	
List 4	
List 5	
List 6	
List 7	
List 8	
List 9-12	

Raw Score _____

(Total number of correct words including the words below starting level.)

Takes about 3 minutes to give and to score.

SLOSSON ORAL READING TEST (SORT)

Copyright © 1963, Richard L. Slosson, M.A.

Keep this test in safe drawer or file.

This Oral Reading Test is to be given individually and is based on the ability to pronounce words at different levels of difficulty. The words have been taken from standardized school readers and the Reading Level obtained from testing represents median or standardized school achievement. A correlation of .96 (variability on a group of 108 children from first grade thru high school: Gray Mean = 5.0, SORT Mean = 5.0, Gray S.D. = 2.0, SORT S.D. = 2.3) was obtained with the Standardized Oral Reading Paragraphs by William S. Gray, published by The Bobbs-Merril Company, Inc., Indianapolis, Indiana. Permission to use this test by Gray for purposes of validation is deeply appreciated.

A reliability coefficient of .99 (test-retest interval of one week) shows that this Oral Reading Test can be used at frequent intervals to measure a child's progress in reading, providing no specific coaching with these particular words has been given. Such periodic testing can be highly motivating.

DIRECTIONS

1. Allow the child to read from one sheet while you keep score on another. At the start, say the following: *"I want to see how many of these words you can read. Please begin here and read each word aloud as carefully as you can."* (Indicate at what list to start.) *"When you come to a difficult word, do the best you can and if you can't read it, say 'blank' and go on to the next one."*

2. Start a child with a list where you think he can pronounce all 20 words in that one list correctly. Note that each list of words is graded. List P (primer) is for the first few months of first grade, List 1 is for the balance of first grade, List 2 is for second grade, etc. If the starting list is too difficult and the child makes even one mistake, go back until you reach an easier list where he can pronounce all 20 words correctly.

3. After you have found the starting list, go on into more advanced lists until you find the stopping list, where he mispronounces or is unable to read all 20 words. When you reach a point where the words become very difficult, say: *"Look quickly down this list and read the words you think you know."*

4. When a child reads very slowly and takes more than 5 seconds on each and every word, move him along by saying the "blank" for him. Or call out the number of the word at a rate of about 5 seconds each. Still another plan is to use a small card or piece of paper, covering up a word after a 5 second exposure, forcing him on to the next word.

5. Count as an error each mispronounced or omitted word as well as a word which takes more than about 5 seconds to pronounce. (If a child has a speech defect such as a stutter, disregard the 5 second interval and allow as much time as necessary.) Count it an error when a child is uncertain about a word and gives more than one pronunciation, even though one of them may have been correct. Be particularly careful about scoring the word endings as they must be absolutely correct. Keep score by putting a check mark (✓) after each error or a plus sign (+) after each correct word. Enter the number of correct words at the bottom of each list as you go along. An analysis of scatter on the test, as well as an analysis of the types of errors made, will indicate areas of weakness.

6. To find a child's raw score for reading, count the total number of words he was able to pronounce correctly in all lists and add the words below the starting list for which he automatically receives credit. To obtain the Reading Level, look up the value of this raw score in Table 1 below. A simple way to determine the Reading Level is to take half the raw score. For example, if the raw score were 46, half of this number would be 23 and the Reading Level would be 2.3 or the 3rd month of 2nd grade.

TABLE 1

CHANGING THE RAW SCORE TO READING LEVEL

(Reading Grade Level is given in years and months. For example, 5.2 means the 2nd month of 5th grade.)

SCORE	GRADE	SCORE	GRADE	SCORE	GRADE	SCORE	GRADE	SCORE	GRADE	SCORE	GRADE	SCORE	GRADE
0-1	0.0	26-27	1.3	52-53	2.6	78-79	3.9	104-105	5.2	130-131	6.5	156-157	7.8
2-3	0.1	28-29	1.4	54-55	2.7	80-81	4.0	106-107	5.3	132-133	6.6	158-159	7.9
4-5	0.2	30-31	1.5	56-57	2.8	82-83	4.1	108-109	5.4	134-135	6.7	160-161	8.0
6-7	0.3	32-33	1.6	58-59	2.9	84-85	4.2	110-111	5.5	136-137	6.8	162-163	8.1
8-9	0.4	34-35	1.7	60-61	3.0	86-87	4.3	112-113	5.6	138-139	6.9	164-165	8.2
10-11	0.5	36-37	1.8	62-63	3.1	88-89	4.4	114-115	5.7	140-141	7.0	166-167	8.3
12-13	0.6	38-39	1.9	64-65	3.2	90-91	4.5	116-117	5.8	142-143	7.1	168-169	8.4
14-15	0.7	40-41	2.0	66-67	3.3	92-93	4.6	118-119	5.9	144-145	7.2	170-171	8.5
16-17	0.8	42-43	2.1	68-69	3.4	94-95	4.7	120-121	6.0	146-147	7.3	172-173	8.6
18-19	0.9	44-45	2.2	70-71	3.5	96-97	4.8	122-123	6.1	148-149	7.4	174-175	8.7
20-21	1.0	46-47	2.3	72-73	3.6	98-99	4.9	124-125	6.2	150-151	7.5	176-177	8.8
22-23	1.1	48-49	2.4	74-75	3.7	100-101	5.0	126-127	6.3	152-153	7.6	178-179	8.9
24-25	1.2	50-51	2.5	76-77	3.8	102-103	5.1	128-129	6.4	154-155	7.7	180-200	9-12

VOLUNTEER REGISTRATION FORM

Tutor - BR ☐ Tutor - ESL ☐ Date _____

Please Type or Print Clearly

Name _____ Phone _____

Address _____
Street

_____
City Zip

Employer _____ Occupation _____

Business Address _____ Phone _____

_____

Education beyond High School (specify degrees and fields) _____

Teaching or tutoring experience _____

_____

Volunteer Experience _____

_____

In what organizations are you an active member? _____

Health (problem with vision, hearing, etc.) _____

		Mon	Tue	Wed	Thu	Fri	Sat	Sun
Available for service :	Days	☐	☐	☐	☐	☐	☐	☐
	Evenings	☐	☐	☐	☐	☐	☐	☐

Hours Available: Weekdays _____ Weekends _____

Can you drive to meet a student? Yes ☐ No ☐ (Tutor) Teaching Preference: Male ☐ Female ☐

Would you be interested in tutoring at a correctional facility? Yes ☐ No ☐

_____

_____

Demographic information

Sex		Race		Age		Employed	
Male	☐	American Indian	☐	16-24	☐	Yes	☐
Female	☐	Asian	☐	25-44	☐	No	☐
		Black	☐	45-59	☐		
		White	☐	60+	☐		
		Hispanic	☐				